**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 2** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I make numbers up to 120? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Set of student materials to use for modeling, | | **Student:**  Die, each side labeled either 0, 1, 2, 3, 4, or a star  Die, each side labeled either 5, 6, 7, 8, 9, or a star  Student copies of a hundreds chart  highlighter | | | Tens, ones, digit, two digit number | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1. NBT.2a** | | | | | |
| **I can Statement(s):**  I can make two-digit numbers. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed**:  The teacher will model the activity the children will use to practice building two digit numbers. Roll the dice and make a two-digit number with the two numbers rolled (you may put the numbers in any order, ex: 34 or 43). If you roll a star, you may choose any number. Make the number, then use the highlighter to mark the two-digit number on the hundreds board. Continue until you have highlighted all the numbers in one row. | | | | | |
| **Guided Practice:** Continue the activity. Have children take turns rolling the dice and making numbers on the teacher’s hundreds board. | | | | | |
| **Independent Practice:** Student will then practice the skill individually by continuing the activity on their own. | | | | | |
| **Closing/Summarizing Strategy:** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Add the 0 card to the bag. Talk about what will happen when you draw a zero. Can you make two two-digit numbers? | | |  | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |